

Strawberry Academy

25-27 Wilcox Road, LONDON, SW8 2XA

Inspection date	21/03/2014
Previous inspection date	26/02/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff provide a wide variety of interesting activities and outings to help promote all areas of learning. Staff support children's learning well through lots of conversations and good role modelling during play.
- Staff successfully promote children's well-being overall through lots of opportunities to be active, gain exercise and eat healthy foods.
- Staff show high regard to supporting children's development of their home language and use of English. As a result, children are becoming fluent speakers, which positively supports their readiness for school.

It is not yet good because

- Methods of assessment are not firmly in place to clearly identify all children's individual next steps and monitor their progress overtime in relation to their expected levels of development.
- Emergency evacuation drills are not completed on a regular basis so that all children and staff become familiar with the procedures to follow to help keep children safe.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the nursery and outside play area.
- The inspector undertook joint observations with staff and sampled children's assessment files.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and parental consent forms.
- The inspector had discussions with parents, staff and children.

Inspector

Josephine Geoghegan

Full report

Information about the setting

Strawberry Academy registered in 2012. It is privately owned and is situated in the Vauxhall/Stockwell area in the London Borough of Lambeth. The nursery operates from the ground floor of a purpose-built building. There is a small outdoor play area and children have frequent outings to local parks for outdoor play. Opening times are from 8.00am to 6.00pm for 50 weeks of the year. Strawberry Academy is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It offers full-day-care for nursery age children and before and after school care for older children. Six staff work with the children including the provider and manager. Five staff hold relevant childcare qualifications. There are currently 24 children on roll, all children use English as an additional language with 20 children Portuguese home language speakers and four children French home language speakers. All staff speak Portuguese and English. Three children currently attend before and after school on a flexible basis and all other children are in the early years age range.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- implement consistent methods of observation to clearly identify children's individual learning priorities, track their progress against the expected levels for their age, and extend the methods of information sharing with parents so that assessments reflect children's learning at home and at the nursery.

To further improve the quality of the early years provision the provider should:

- develop children's understanding of their own safety further; for example, by practising the evacuation drills with them on a regular basis so that all children and staff know what to do in an emergency.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are making steady progress as staff provide an interesting range of activities that promote all areas of learning. Staff have made many changes since the last inspection. They have re-organised the playroom to reflect the areas of learning and now provide a small enclosed area for children under two years. As a result, staff cater for children's individual learning needs more effectively. The new manager and staff are successfully working together to develop their systems of assessment. They are working closely with

the local authority to introduce methods of recording children's progress. Staff make regular observations of children during play which are linked to the areas of learning and supported by photos and samples of children's art work and drawings. Staff discuss children's individual learning needs and use this information to plan activities for the following week. However, methods of identifying all children's individual priorities for learning are inconsistent and systems of assessment to track how well children are meeting the expected levels for their age are not fully established. Staff complete 'all about me' forms with parents when children begin attending so that they have information about children's starting points. Staff are developing systems of completing the progress checks for two-year-old children with parents. This helps to ensure that any additional learning needs can be identified promptly and supported appropriately. However, methods of information sharing between staff and parents regarding children's progress at the nursery and at home on a regular basis are in their infancy. Overall, this means that although staff provide a well balanced educational programme, the cycle of observation, assessment and planning is not yet firmly embedded in staff practice to fully enhance outcomes for children.

Staff ensure the daily routine is well organised so that children have time to engage in free-play, adult-led activities, outdoor play and outings in the local community. Activities successfully reflect all areas of learning, enabling children to become active learners. Nearly all children and staff are Portuguese speaking. Staff show high regard in supporting children in developing their home language and English communication and language skills. They talk to children and sing songs in both languages and also promote children's early literacy skills by displaying words and labels in both languages. Furthermore, staff provide a variety of books written in dual languages used by all children attending. Children develop their early writing skills as they make marks and draw pictures, which staff display along with their name cards. This provides instant recognition and encouragement for children in developing their literacy skills. In addition, more able children draw around letter stencils while staff talk about the letters of their names. Staff take children on regular trips to the local library for story and song sessions, where they also attend a monthly Portuguese speaking group.

Staff successfully enhance children's understanding of the world. They develop children's awareness of nature through first hand experiences, such as observing the nursery's Canary birds nesting and caring for their eggs. Children also grow vegetables and staff provide a variety of natural resources for them to explore. Staff encourage children to use the computer independently, developing their confidence and awareness of technology. Staff actively support children in developing their mathematical skills. They encourage children to solve problems skills while completing puzzles and construction sets. For example, asking them to look at the puzzle picture to match the pieces and talking to them about the sizes of the bricks they need. Staff also count with children during play, singing songs and everyday routines. Staff support children's artistic skills well, enabling them to develop their free creative expression. They provide a broad range of art materials for children to use; as a result, children enjoy making things with recycled boxes, paints and a variety of collage materials. Children play imaginatively while using small world toys and during role-play. Staff fully encourage children to explore real life experiences, for example, by changing the drawing and mark making area into a post

office or a shop, incorporating aspects of early literacy into their role play.

The contribution of the early years provision to the well-being of children

Staff and children establish strong bonds and good relationships. Staff and parents settle new children into nursery life gradually, so that they feel safe and secure when their parents leave. Children are happy and freely talk, laugh and play together and with staff. Younger children climb on staff and snuggle in for cuddles. All children are supported by their key person and younger children now have a separate play area so that they can crawl and rest in safety. Good systems are in place to help children learn about safety. For example, staff establish good routines where children know to line up before going outside and they wear high visibility jackets while on outings. Children show a positive contribution to their learning environment as they keenly help to tidy up while singing their special song. Children also show a caring attitude towards younger children and have a strong sense of belonging as they greet and say goodbye to each other enthusiastically.

Staff show high regard to promoting children's well-being. They ensure children have good opportunities to enjoy daily outside play in the small outside play area and local parks. This enables children to develop their physical skills as they use a variety of wheeled toys and climbing equipment and gain fresh air and exercise. Staff also provide regular music and movement sessions and yoga, enabling children to gain exercise during indoor play. High priority is given to providing a balanced and nutritious diet. Children enjoy the daily homemade soups as a starter before their main cooked meal and eat lots of fresh fruit and vegetables. This means that they adopt healthy eating habits as they do not expect a sweet style pudding. Staff ensure all children have their own named water bottles and encourage them to drink water throughout the day, so they do not become thirsty. Staff promote good hygiene practices at all times. They successfully encourage children to develop their personal, social and emotional skills. For example, older children use the bathroom independently and children are aware of appropriate hand washing routines and brush their teeth after lunch. Children enjoy the sociable meal times as they sit with staff and talk about the events of the day. In addition, staff encourage children to develop their self-care skills during meal times and make choices of foods they like to eat. Staff support children well in learning to take turns during play. They establish clear daily routines and expectations of children's behaviour; as a result, children are calm and well behaved. Staff record information about the events of the day for parents and staff of other educational settings that children attend. Staff help prepare children well to move on to school through actively promoting their independence and active learning skills.

The effectiveness of the leadership and management of the early years provision

Systems are in place to help safeguard children and promote their welfare. Staff have attended safeguarding training and keep safeguarding policies and procedures easily accessible so that they can take prompt action if they have any concerns regarding children's welfare. Appropriate recruitment procedures are in place including vetting

checks regarding their suitability to work with children. Staff complete induction training so that they are clear about their roles and responsibilities. Systems to monitor staffs personal development are being introduced through supervision and appraisal. Children's welfare is also safeguarded as staff supervise children appropriately and maintain records relating to the children in their care. This includes colour coded attendance records for children in different age groups so that staff can clearly see that ratios are met at all times. They also keep records about staff and visitors' attendance, along with records of any accidents or medication. Staff complete regular risk assessments relating to the nursery and prior to any outings. They conduct emergency evacuation drills, although these have not been practised with children for some time. As a result, some new staff and children are less well informed of the procedures to follow in an emergency to help keep children safe.

Staff provide a welcoming learning environment with displays of children's art work and information for parents. Toys and books are now well organised at low level, enabling children to develop their independence as they make choices during play. Staff provide a well balanced and interesting educational programme that promotes all areas of learning. Partnerships are effective as staff are working closely with the local authority to develop their systems of monitoring children's progress more effectively. In addition, staff work with other professionals to ensure that appropriate procedures are followed to identify and support any children who may have additional needs. Staff show high regard to promoting equality. They ensure children's individual needs are known and respected. They help children learn about cultures and beliefs through activities, stories and songs relating to a variety of festivals.

Parents spoken to at the inspection stated that they their children are very happy at the nursery and settled in well. They explain that they like reading the information about their child's day in daily diaries. Parents comment that their children have made good progress especially in their language skills, as staff sing lots of songs with them. Staff show high regard to promoting effective communication with parents. They provide written information in English and Portuguese and monthly newsletters and emails so that parents are kept well informed about their service. Staff show a commitment to driving improvement as they have made steady progress since the last inspection. They have made many changes to ensure that they comply with the Early Years Foundation Stage requirements. Methods of self-evaluation are in their infancy, for example, staff hold regular meetings to evaluate their service and devise action plans which include areas they plan to improve and identify their strengths. Staff are currently developing their assessment methods, although these systems are not yet fully established. Staff do make good use of the time that children attend. They work cooperatively as a team and ensure children are appropriately supervised and supported at all times. As a result, children are happy and purposefully engaged in play.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY449600
Local authority	Lambeth
Inspection number	938207
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	24
Name of provider	Strawberry Academy Ltd
Date of previous inspection	26/02/2013
Telephone number	02074985005

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

